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Progress on projects within the overall program of the Cooperative Project for Educational Development (COPED) are described in this interim report and some tentative target dates for completion are indicated. The working documents include a report on data processing and a description of data feedback models developed by the Michigan COPED staff. Plans are outlined for the publication of a pamphlet to aid in diagnosing the organizational climate in schools. Tables give data from questionnaires distributed to principals and teachers in the Michigan COPED schools to measure relationships among school personnel. [Not available in hard copy due to marginal legibility of original document.] (LN)

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Project No BR-8-0069
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COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT OE-BR
Grant OE9-3-8-080069-0043 (010)

INTERIM REPORT - PHASE I
May 1 - September 1, 1968

This report includes the following items:

1. A staff memorandum from Dale Lake related to staff development for COPED and to products proposed by the COPED staff for completion this year. The tentative schedule developed last July is included as a second working document.

2. A report from Dale Lake on Data Processing.

3. A memorandum from Robert Fox describing the prospectus for publication of a pamphlet diagnosing school staff relationships as discussed at Bethel with COPED staff members last July.

4. Two memorandums from Robert Fox describing the models for feedback packages being developed by its Michigan COPED staff team (Fox, Ronald Lippitt, Don Barr and assistants). This work was reviewed by COPED staff members at Bethel last July in light of the potential usefulness not only for COPED schools but for other systems engaged in change efforts where diagnosis is the initial approach and where feedback is a continuing action research commitment.

5. Tables prepared by Michigan COPED staff giving data from the Adult questionnaires from the Michigan COPED schools.

6. A list of the individual studies at or near completion by members of the New York COPED staff under direction of Matthew Miles and detailed abstracts will be prepared by the authors and attached to later reports. Daniel Callahan's study of Conformity, Deviation and Morale among Educators in School Systems has been submitted in partial fulfillment of requirements for the degree of Doctor of Philosophy under the Joint Committee of Graduate Instructions, Columbia University.

We see these studies as significant not only in contributing to knowledge about school systems as organizations - a neglected area of investigation - but also in illustrating the potential for utilizing the COPED data bank for generating hypothesis for analysis.

EA 002 496

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MEMO

TO: COPED Staff DATE: August 20, 1968

FROM: Dale G. Lake

SUBJECT: Initial Planning for COPED

In July a committee of COPED consisting of Bob Fox, Dorothy Mial, Bob Luke, and Dale Lake prepared some initial planning thoughts for the coming year in COPED.

While some of the time at the meeting was spent on such things as looking over the budget of COPED and determing who might be available for staff assignments in COPED a major outcome of the meeting was to produce some tentative products for the next year. The products are:

1. to clean up and prepare for distrubution several of the COPED instruments.
2. catalog and prepare for publication the instruments which Miles and Lake have been working on for a couple of years.
3. to develop a pamphlet on diagnosing professional staff relationships in schools.
4. to develop a comprehensive table of variables related to organizational climate in schools.
5. to complete a series of research reports coming out of the data bank, and to publish these in some form.
6. to produce and field test a series of data feedback packages.

Staff who have indicated interest in being connected with COPED this year are: Elmer VanEgmond, Dale Lake, Robert Fox, Robert Luke, Warren Hagstrom, Richard Schmuck, Charles Jung, Morton Shavitz, Don Barr, Ronald Lippitt, Goodwin Watson, Robert Chasnoff, Dorothy Mial, and tentative arrangements have been made with four persons who have technical skills in statistical data analysis, computer programming, and other areas of data processing.

It is clear that we will need an initial conference to plan the studies which will be completed over this next year and to move along on the various targets developed above. Our hope is to hold a later October conference with the hope that Dale might have marginals from most of the data by early October which could provide a basis for doing studies in the data. Very shortly I will circulate a memo trying to nail down specific dates for initial conference. It is planned that we will hold it in Boston so that we can make use of the technical people who are located there.

DGL:ibh

NOTE: October meeting is scheduled for October 21-23 in Boston.

Mtg. July 1968
Bethel

C O P E D

TASK	PERSON RESPONSIBLE	PRODUCTION PHASES and TARGET DATES				MANPOWER NEEDS
1) Polish Instruments	Dale	SEPT-OCT Data Bank Sept.15 Run Marginals ↓ Scale Factor Analysts	OCT. MAY Development of instruments -Reliability Studies -Validity Studies -Scales -Revision		JUNE Standardized Instruments	Bob F. Phil Magee Janice Norm
2) Catalog of available instruments	Dale	1 additional person = $6,000.				
3) Pamphlet on diagnosis	Bob	Sept. Outline by mail	Oct. Consensus at Conf.	Nov.Dec. Jan. Drafting	Feb-Apr. Revision	May Completion	Chic Jung Dick Schmuck Goodwin W. Dale Lake Bob Fox
4) Table of Variables	Dale	Consult with B.Indik B. Luke Stan Seashore					
5) Series of Research Reports	Dale	Before Oct. -Best List of Study?'s available (Warren) -Have initial Table of Variables -Technical Runs on Data distributed				Elmer Bob L. Warren Fred L. Don B. Doctoral Projects Chic Dick S. Mort S.
6) Feedback packages	Bob	Sept. Draft 4 or 5 based on avail.data.	Oct. Field testing	Nov.-Mar. Create more	May Have a series for publ. + directions for use		Ron Bob F. Don? Bob L.

REPORT OF DATA PROCESSING

Stage I

At the beginning of June, punched cards of the Boston area were picked up at Lesley College along with data coding sheets that included errors and questions on some of the punching. The first task involved sorting the sheets, locating the errors, and making decisions concerning the proper punching. After finding the errors, staff time was spent at the B.U. Computer Center punching new cards to replace those with errors. Full-time punchers were hired to process the raw data from New York.

Stage II

The New York booklets contained only raw data. At this time the decision was made to try to avoid most of the coding and punch directly from the booklets. In order to do this, it was necessary to set up a system by which a puncher would be able to follow through with the booklet. With the help of three part-time people, booklets were alphabetized, numbered, and hand-coded in a few instances in which it would have been impossible for the puncher to do it directly from the booklet. This included some of the standard field information, such as the "breadwinner" of the family and his source of income.

Stage III

As soon as some of the booklets were ready to be punched, we tried to get as many key-punchers as we could. We had some initial difficulty and had to begin with only one "Kelly Girl". But within a week following this,

we had four girls punching for us, two of whom worked part-time on the material from Brevard. As they were punching, Janice Horvitz was working full-time, with a part-time helper to keep up with the supply of booklets in order for them to be ready for the punchers. By the last week in June, all of the books were ready for punching, most had already been started, and one of the girls had begun to verify the cards that had already been punched. A search was made for a programmer who could help develop scoring and cleaning programs.

Stage IV

During the month of July, all of the punching and verifying was completed. The cards were boxed and awaited a programmer in order to be "cleaned out." All of the booklets were sent back to COPED headquarters where they are ready for any further reference. During the last two weeks of the key-punching, it was necessary to have only one girl punching, and we were fortunate to have the B.U. Computer Center take care of this with their own help. All lists of schools, teachers, and classes were completed, classified and duplicated, with memos of possible questions to check with some of the main centers concerning the organization of their test administration. An alphabetizing problem was encountered with students.

Stage V

At the present time, a programmer and statistician have been hired and programs are nearly complete for editing all cards. We are still awaiting data from Michigan which has been put on tape, and New York which has been edited, and Wisconsin which has also been edited. Processing will begin as soon as all data

are received. We still need to determine the exact size of our sample. Plans have begun for determining the dimensions, reliability, and correlations within the data. A conference is planned for October 21, 22, 23 and 24 to complete plans for studies in the data.

September 12, 1968

R. S. Fox

DIAGNOSING STAFF RELATIONSHIPS IN THE SCHOOL

(Prospectus for a publication)

OVERVIEW

The publication is designed to help school principals, or faculty committees, utilize diagnostic procedures as part of a problem-solving process directed toward improving the staff relationship climate of the school.

While a special purpose is to make available a set of diagnostic instruments, it is deemed important that such tools be placed in the perspective of a process. In other words, this is not a catalog, or a collection of instruments for the researcher, with technical information on validity, standardization, availability, etc. It deals with inquiry questions about the professional climate, suggests ways of gathering data about the state of affairs, explores techniques for organizing and analyzing the data, illustrates the drawing of implications, and suggests possible action alternatives to improve the situation.

OUTLINE

I. The School Building as a Social System

1. Elements in the system (teachers, principal, cliques and subgroups, pupils, parents, central administration, teachers' union, other schools)

2. Research on school building climates

II. Problem-solving to improve school building staff relationships

1. Several confrontations. Examples of school buildings with staff problems.

2. Unproductive problem-solving alternatives

   a. Unilateral diagnosis by principal
      - unconfirmed hunches
      - gathering data without staff involvement
   b. Unilateral action by principal
   c. Isolation of staff member

3. The concept of self-renewal applied to the school.

III. Relationship adequacy

1. Openness

2. Inclusion

   - Accomodation for a utilization of individual differences among staff

3. Trust

IV. Problem-solving adequacy

1. Scanning and problem identification
2. Diagnosis
3. Generating alternatives
4. Predicting probable outcomes
5. Evaluating predicted outcomes
6. Decision making
7. Implementation of the decision
8. Evaluation of results

V. Innovativeness

1. Considering new or untried behaviors or ideas
2. Attempting new or untried behaviors

VI. Communication adequacy

1. Accuracy
2. Clarity
3. Ease

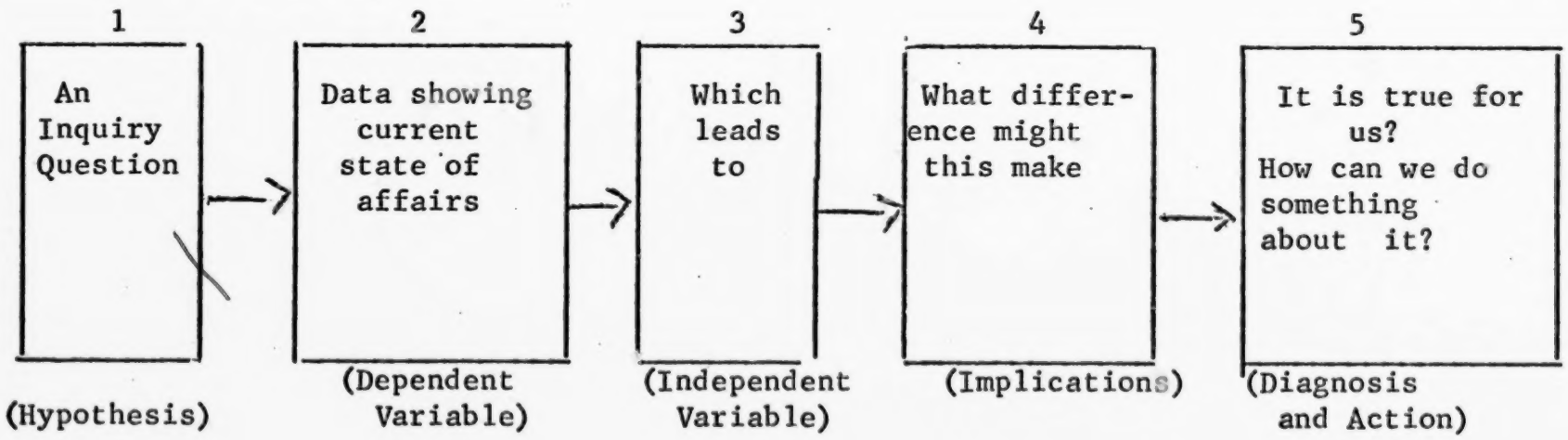
MEMO TO: COPED Staff

FROM: Bob Fox

DATE: July 21, 1968

MODEL FOR A COPED DATA FEEDBACK PACKAGE

JUST AS A STARTER HERE IS AN IDEA OF WHAT A DATA FEEDBACK PACKAGE MIGHT INCLUDE:



ILLUSTRATION

1. Inquiry Question: "Does it make any difference if a principal and the Teachers in a building agree on educational objectives?"

   Stated as an hypothesis - -"In school buildings where there are major discrepancies between goals which teachers consider important and goals which the principals consider important, teachers will feel influential and will be more alienated from school."

2. Data showing current state of affairs

   Compare the highest 1/3 of all the school buildings in our sample on the extent of agreement between principal and teachers on goals, with lowest 1/3 of buildings.

   (Using Table IV, list schools in which principal considers an objective among the four most important. Assign rank order in terms of percent of teachers who also consider the objective among the four most important. Report for each objective. Compute average rank order across all 10 objectives. Divide schools in the rank order list into thirds.)

3. Which leads to ...

Extent to which Teachers

- Find their jobs exciting and rewarding (A-3; Q10)
- Feel isolated (A-3, Q15)
- Feel they have influence on their colleagues (A-3; Q17)

4. What difference might this make?

Agreement on goals may imply

- Good communication
- Support of teachers by principal
- A sense of belonging; of being part of the team

Is agreement on goals necessarily desirable? Should difference of opinion be encouraged? How can such differences between principal and teachers be held without creating alienation?

5. Diagnosis and action

Are these implications important for us? Is it worth our doing something about? How can we find out if our staff and principal agree upon goals?

(Use COPED instrument? Devise our own?)

If there is serious discrepency, what shall we do about it?

MEMO TO: COPED Staff

FROM: Bob Fox

DATE: July 21, 1968

MODEL FOR USE OF FEEDBACK DATA TO FACILITATE SCHOOL SYSTEM SELF-RENEWAL

(1)

Examine feedback package(s) as means of gaining understanding of variables which affect self-renewal in other school systems

↓

Brainstorm to identify factors related to self-renewal in <u>this</u> school system

↓

Develop inquiry questions about conditions needed to support self-renewal in this school system

OR

(1)

Brainstorm to identify factors related to self-renewal in this school system

↓

Review variables used by COPED in its core pkg. to extend list of relevant factors

↓

Develop inquiry questions about conditions needed to support self-renewal in this school system

↓

Examine feedback packages to gain evidence about these conditions in COPED schools

→ (2) Select those variables or conditions on which we would place priority for change

→ (3) Develop a force-field of factors inhibiting or supporting change of these variables

→ (4) Select specific forces as focus for change effort

→ (5) Get add'l data about the selected factors in our situation

→ (6) Draw implications from the data for improvement

→ (7) Brain storm several alternatives for action strategy

→ (8) Try out a selected Alternative

→ (9) Get further data about its effect

X

Estimates

COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

Ques. 1 & 3 — Table 1 *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
1 Reducing the drop-out rate.	Teachers for self	4	3	5	7	77 %
	Teachers estimate for superior	3	3	5	11	73 %
	Principals for self	2	2	7	13	75 %
	Principals estimate for superior	0	2	2	2	92 %
2 Improving attention to basic skills in the first three grades.	Teachers for self	8	5	8	7	68 %
	Teachers estimate for superior	4	5	5	8	73 %
	Principals for self	0	5	15	5	75 %
	Principals estimate for superior	2	7	17	13	60 %
3 Improving attention to physical health and safety of students.	Teachers for self	0	0	2	4	89 %
	Teachers estimate for superior	1	2	1	7	83 %
	Principals for self	0	2	7	2	88 %
	Principals estimate for superior	0	0	2	5	92 %

Table I con. *

X

		most imp	2nd most imp	3rd most imp	4th most Imp	item not Ranked	
4 Increasing children's motivation and desire to learn.	Teachers for self	46	23	12	6	8	%
	Teachers estimate for superior	43	18	13	8	13	%
	Principals for self	85	7	2	5	0	%
	Principals estimate for superior	57	20	17	0	5	%
5 Improving learning opportunities for disadvantaged children.	Teachers for self	2	5	5	14	71	%
	Teachers estimate for superior	3	7	10	10	64	%
	Principals for self	0	15	7	13	65	%
	Principals estimate for superior	0	10	5	20	65	%
6 Increasing the percentage of college attendance by seniors.	Teachers for self	0	1	1	3	90	%
	Teachers estimate for superior	0	4	3	6	81	%
	Principals for self	0	0	0	0	100	%
	Principals estimate for superior	2	2	2	2	92	%
7 Improving discipline and the behavior of "difficult" children.	Teachers for self	5	10	13	13	54	%
	Teachers estimate for superior	4	10	11	14	56	%
	Principals for self	2	7	7	7	75	%
	Principals estimate for superior	0	0	7	5	88	%
8 Improving the quality of student academic achievement at all levels.	Teachers for self	23	27	20	9	16	%
	Teachers estimate for superior	32	31	16	7	9	%
	Principals for self	7	35	25	20	13	%
	Principals estimate for superior	38	40	13	7	2	%
9 Improving children's adherence to moral, ethical, and patriotic standards.	Teachers for self	8	16	18	16	38	%
	Teachers estimate for superior	4	10	19	10	52	%
	Principals for self	2	15	13	20	50	%
	Principals estimate for superior	0	5	15	13	67	%

X

Table 1 con. *

		most impt.	2nd most impt.	3rd most imot.	4th most impt.	item not ranked
10	Improving learning opportunities for gifted or talented children.					
	Teachers for self	2	6	11	15	62 %
	Teachers estimate for superior	3	6	9	14	62 %
	Principals for self	0	10	15	10	65 %
	Principals estimate for superior	0	13	17	27	42 %

*) **Note:** Reading each line horizontally for any given, the responses should total 100%. However, since the data has not yet been cleaned for wild codes, on some items a small percentage of responses are incorrectly punched, and thosespunches are not included in the distribution of responses presented here. Thus, some of the items do not total 100%. This situation is also true for all tables shown here.

X

~~Estimates--continued~~

COPED Form A-3 (Questions 5 & 6)

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

Questions 5 & 6		Most impt.	2nd most impt.	Item not ranked	
1 Quality of work done	Teachers actually	36	14	41	%
	Teachers should	55	20	14	%
	Principals actually	45	27	27	%
	Principals should	52	40	7	%
2 Quantity of work done	Teachers actually	4	3	84	%
	Teachers should	2	3	82	%
	Principals actually	0	5	95	%
	Principals should	0	0	100	%
3 Dependability	Teachers actually	4	14	74	%
	Teachers should	3	20	64	%
	Principals actually	2	10	88	%
	Principals should	0	5	95	%
4 Imaginativeness, inventiveness, creativity	Teachers actually	15	16	60	%
	Teachers should	21	32	35	%
	Principals actually	38	32	30	%
	Principals should	47	50	2	%
5 Seniority	Teachers actually	4	10	77	%
	Teachers should	1	4	83	%
	Principals actually	0	2	97	%
	Principals should	0	0	100	%

X

Table II con.

		Most impt.	most impt.	item not ranked	
6 Formal education completed	Teachers actually	12	14	66	%
	Teachers should	5	6	77	%
	Principals actually	5	7	88	%
	Principals should	2	2	95	%
7 How well one is liked by his immediate superior	Teachers actually	12	9	71	%
	Teachers should	0	0	87	%
	Principals actually	2	2	95	%
	Principals should	0	0	100	%
8 How well one is liked by the people in the central office	Teachers actually	10	12	70	%
	Teachers should	0	0	87	%
	Principals actually	7	13	80	%
	Principals should	0	0	100	%

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

X

Climate

Form A-3 (Questions 10-18)

COPED

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, Instead, the mean score and standard deviation on each question is presented.

TABLE III

Ques.			Mean	Standard Deviation
10.	I find my job very exciting and rewarding.	Teachers	2.32	.69
		Principals	2.25	.49
11.	I am just a cog in the machinery of this school.	Teachers	4.10	.94
		Principals	4.31	.88
12.	I feel involved in a lot of activities that go on in this school.	Teachers	2.79	1.02
		Principals	1.67	.72
13.	I do things at school that I wouldn't do if it were up to me.	Teachers	4.05	.77
		Principals	4.15	.65
14.	I really don't feel satisfied with a lot of things that go on in this school.	Teachers	4.05	.75
		Principals	4.13	.76
15.	Though teachers work near one another, I feel as if I am on an island by myself.	Teachers	4.62	.72
		Principals	4.23	.86
16.	In the long run, it is better to be minimally involved in school affairs.	Teachers	4.24	.80
		Principals	4.77	.48
17.	I have a lot of influence with with my colleagues on educational matters.	Teachers	3.48	.76
		Principals	2.55	.80
18.	I feel close to other teachers in this school.	Teachers	2.53	.90
		Principals	2.22	.76

Estimates

COPED Form A-3 (Questions 1 & 3)

The format for the following table, Table IV is the same as Table 1. The only change here is in populations.

Presented here are the responses from four separate populations: 1 high school and 3 elementary schools from the same school system shown in Tables I, II and III. The four populations are tabled together for comparisons on each team.

Table IV ***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
1 Reducing the drop-out rate.	H. S. teachers for self	7	2	6	9	72 %
	H.S. teachers estimate for superior	2	6	8	15	65 %
	Elem. #1 teachers for self	0	0	0	9	73 %
	Elem. # 1 teachers estimate for superior	0	0	0	9	64 %
	Elem. #2 teachers for self	0	5	0	5	82 %
	Elem. #2 teachers estimate for superior	0	5	0	0	86 %
	Elem. #3 teachers for self	0	0	0	11	89 %
	Elem. #3 teachers estimate for superior	0	0	0	5	95 %
2 Improving attention to basic skills in the first three grades.	H.S. teachers for self	4	6	2	8	75 %
	H.S. teachers estimate for superior	1	1	1	2	90 %
	Elem. #1 teachers for self	9	9	9	9	45 %
	Elem. #1 teachers estimate for superior	9	0	9	9	45 %
	Elem. #2 teachers for self	5	5	14	14	55 %
	Elem. #2 teachers estimate for superior	0	5	9	18	59 %
	Elem. #3 teachers for self	11	21	16	5	47 %
	Elem. #3 teachers estimate for superior	11	26	16	21	26 %

Table IV cont.***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
3 Improving attention to physical health and safety of students.	H.S. teachers for self	1	0	1	0	93 %
	H.S. teachers estimate for superior	2	0	1	4	38 %
	Elem. #1 teachers for self	0	0	0	0	82 %
	Elem. #1 teachers estimate for superior	9	0	0	0	64 %
	Elem. #2 teachers for self	0	0	5	0	86 %
	Elem. #2 teachers estimate for superior	0	0	0	14	77 %
	Elem. #3 teachers for self	0	0	5	0	95 %
	Elem. #3 teachers estimate for superior	0	5	0	0	95 %
4 Increasing children's motivation and desire to learn.	H.S. teachers for self	45	20	19	4	7 %
	H.S. teachers estimate for superior	44	20	10	7	15 %
	Elem. #1 teachers for self	27	45	0	0	9 %
	Elem. #1 teachers estimate for superior	9	9	27	18	9 %
	Elem. #2 teachers for self	32	23	14	5	18 %
	Elem. #2 teachers estimate for superior	55	14	5	0	9 %
	Elem. #3 teachers for self	58	11	11	5	16 %
	Elem. #3 teachers estimate for superior	53	16	11	5	16 %
5 Improving learning opportunities for disadvantaged children.	H.S. teachers for self	2	4	3	17	69 %
	H.S. teachers estimate for superior	3	4	8	7	73 %
	Elem. #1 teachers for self	9	9	18	0	45 %
	Elem. #1 teachers estimate for superior	9	27	18	0	9 %

(cont. on next page)

Table IV cont. ***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
5 Improving learning opportunities for disadvantaged children. (cont.)	Elem. #2 teachers for self	0	5	9	18	59 %
	Elem. #2 teachers estimate for superior	9	9	9	9	55 %
	Elem. #3 teachers for self	0	5	9	18	59 %
	Elem. #3 teachers estimate for superior	9	9	9	9	55 %
6 Increasing the percentage of college attendance by seniors.	H.S. teachers for self	0	i	3	6	85 %
	H.S. teachers estimate for superior	0	9	6	15	66 %
	Elem. #1 teachers for self	0	0	0	0	82 %
	Elem. #1 teachers estimate for superior	0	0	0	0	73 %
	Elem. #2 teachers for self	0	5	0	0	86 %
	Elem. #2 teachers estimate for superior	0	0	0	0	91 %
	Elem. #3 teachers for self	0	0	0	0	100 %
	Elem. #3 teachers estimate for superior	0	0	0	0	100 %
7 Improving discipline and the behavior of "difficult" children.	H.S. teachers for self	4	6	16	12	57 %
	H.S. teachers estimate for superior	3	10	11	12	58 %
	Elem. #1 teachers for self	9	0	9	18	45 %
	Elem. #1 teachers estimate for superior	0	9	0	18	45 %
	Elem. #2 teachers for self	9	9	5	14	55 %
	Elem. #2 teachers estimate for superior	5	9	9	14	55 %
	Elem. #3 teachers for self	5	11	21	5	58 %
	Elem. #3 teachers estimate for superior	0	5	16	16	63 %

Table IV cont.***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
8 Improving the quality of student academic achievement at all levels.	H.S. teachers for self	20	37	16	12	10 %
	H.S. teachers estimate for superior	29	33	15	8	11 %
	Elem. #1 teachers for self	27	9	9	0	36
	Elem. #1 teachers estimate for superior	36	27	0	0	9 %
	Elem. #2 teachers estimate for self	27	27	9	0	27 %
	Elem. #2 teachers estimate for superior	23	32	32	0	5 %
	Elem. #3 teachers for self	21	16	26	21	16 %
	Elem. #3 teachers estimate for superior	37	11	26	16	11 %
9 Improving children's adherence to moral, ethical, and patriotic standards.	H.S. teachers for self	13	15	24	12	31 %
	H.S. teachers estimate for superior	7	8	26	10	45 %
	Elem. #1 teachers for self	0	9	27	18	27 %
	Elem. #1 teachers estimate for superior	0	9	27	18	27 %
	Elem. #2 teachers estimate for self	9	9	14	27	32 %
	Elem. #2 teachers estimate for superior	0	14	23	9	45 %
	Elem. #3 teachers for self	0	16	5	5	74 %
	Elem. #3 teachers estimate for superior	0	11	11	11	68 %
10 Improving learning opportunities for gifted or talented children.	H.S. teachers for self	0	4	6	11	74 %
	H.S. teachers estimate for superior	3	6	9	16	62 %
	Elem. #1 teachers for self	0	0	9	27	45 %
	Elem. #1 teachers estimate for superior	0	0	9	9	55 %

Table IV cont. ***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item most ranked
10 Improving learning opportunities for gifted or talented children. (cont.)	Elem. #2 teachers for self	9	5	23	9	45 %
	Elem. #2 teachers estimate for superior	0	5	5	18	64 %
	Elem. #3 teachers for self	5	16	5	37	37 %
	Elem. #3 teachers estimate for superior	0	16	16	16	53 %

*** Note: As in Table II all lines do not total 100% because a certain percentage of respondents did not answer the entire question. Their interviews were punched as "0's" on these items and 0 is not shown on this table.

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items.

The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

X		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
1. Ask others who seem upset to express their feelings directly.	Teachers	64	7	13 %
	Principals	80	2	2 %
2. Tell colleagues what you really think of their work.	Teachers	30	19	37 %
	Principals	65	0	17 %
3. Look for ulterior motives in other people's behavior.	Teachers	17	9	59 %
	Principals	2	7	75 %
4. Always ask "Why?" when you don't know.	Teachers	73	6	6 %
	Principals	75	5	5 %
5. Avoid disagreement and conflict whenever possible.	Teachers	50	8	28 %
	Principals	47	5	32 %
6. Consult with people under you in making decisions that affect them---even minor ones.	Teachers	72	6	8 %
	Principals	77	0	7 %
7. Question well-established ways of doings things.	Teachers	63	8	15 %
	Principals	70	7	7 %
8. Be concerned about other people's problems.	Teachers	73	7	5 %
	Principals	85	0	0 %
9. Only make a decision after everyone's ideas have been fully heard.	Teachers	67	8	10 %
	Principals	67	5	7 %
10. Disagree with your superior if you happen to know more about the issue than he does.	Teachers	62	8	14 %
	Principals	77	7	0 %
11. Withold personal feelings, and stick to the logical merits of the case in any discussion.	Teachers	59	6	20 %
	Principals	60	10	15 %

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
12. Push for new ideas, even if they are vague or unusual.	Teachers	50	16	19 %
	Principals	60	0	22 %
13. Ask others to tell you what they really think of you work.	Teachers	60	8	17 %
	Principals	65	10	10 %
14. Keep your real thoughs and reactions to yourself, by and large.	Teachers	17	7	60 %
	Principals	10	7	67 %
15. Trust others not to take advantage of you.	Teachers	68	6	11 %
	Principals	80	0	5 %
16. Be skeptical about things, as a rule.	Teachers	16	8	61 %
	Principals	13	5	67 %
17. Point out other people's mistakes, to improve working effectiveness.	Teachers	34	15	36 %
	Principals	56	10	18 %
18. Listen to others' ideas, but reserve the decision to yourself.	Teachers	69	2	13 %
	Principals	67	3	15 %
19. Try out new ways of doing things, even if it's uncertain how they will work out.	Teachers	76	4	5 %
	Principals	77	3	5 %
20. Stay "cool"---Keep your distance from others.	Teachers	7	8	70 %
	Principals	5	3	77 %
21. Use formal voting as a way of making decisions in small groups.	Teachers	34	8	41 %
	Principals	13	3	69 %
22. Set up committees which bypass or cut across usual channels or lines of authority.	Teachers	21	12	51 %
	Principals	28	5	51 %
23. Spend time in meetings on emotional matters which are not strictly germane to the task.	Teachers	15	4	66 %
	Principals	15	8	62 %
24. Be skeptical about accepting unusual or "way out" ideas.	Teachers	38	9	38 %
	Principals	28	3	54 %

			Percentage who would feel that you SHOULD	Others	Percentage who would feel that you SHOULD NOT	
25.	Tell other people what they want to hear, rather than what you really think.	Teachers	12	12	61	%
		Principals	2	5	77	%
26.	Stick with familiar ways of doing things in one's work.	Teachers	17	13	54	%
		Principals	10	15	57	%
27.	Trust others to be helpful when you admit you have problems.	Teachers	78	1	5	%
		Principals	82	2	0	%

Estimates

COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

Table 1 *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
1 Reducing the drop-out rate.	Teachers for self	4	1	6	9	78 %
	Teachers estimate for superior	9	2	4	9	73 %
	Principals for self	0	11	5	21	63 %
	Principals estimate for superior	5	16	21	32	26 %
2 Improving attention to basic skills in the first three grades.	Teachers for self	13	8	5	5	67 %
	Teachers estimate for superior	4	5	10	5	73 %
	Principals for self	16	11	11	11	53 %
	Principals estimate for superior	5	0	16	0	79 %
3 Improving attention to physical health and safety of students.	Teachers for self	1	2	1	7	88 %
	Teachers estimate for superior	3	1	6	12	76 %
	Principals for self	0	0	5	5	89 %
	Principals estimate for superior	0	0	11	11	79 %

Table I con. *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
4 Increasing children's motivation and desire to learn.	Teachers for self	41	20	12	9	16 %
	Teachers estimate for superior	34	23	10	12	18 %
	Principals for self	47	16	16	11	11 %
	Principals estimate for superior	16	53	11	5	16 %
5 Improving learning opportunities for disadvantaged children.	Teachers for self	5	12	9	13	59 %
	Teachers estimate for superior	10	16	16	11	45 %
	Principals for self	5	11	21	21	42 %
	Principals estimate for superior	5	11	21	11	53 %
6 Increasing the percentage of college attendance by seniors.	Teachers for self	0	0	0	4	94 %
	Teachers estimate for superior	0	1	4	2	91 %
	Principals for self	0	5	0	0	95 %
	Principals estimate for superior	5	0	5	11	79 %
7 Improving discipline and the behavior of "difficult" children.	Teachers for self	8	13	17	9	50 %
	Teachers estimate for superior	5	7	9	11	66 %
	Principals for self	0	5	11	11	74 %
	Principals estimate for superior	0	5	0	0	95 %
8 Improving the quality of student academic achievement at all levels.	Teachers for self	13	20	22	15	28 %
	Teachers estimate for superior	23	27	13	13	23 %
	Principals for self	26	26	11	5	32 %
	Principals estimate for superior	63	11	5	5	16 %
9 Improving children's adherence to moral, ethical, and patriotic standards.	Teachers for self	12	20	16	9	42 %
	Teachers estimate for superior	8	11	17	16	46 %
	Principals for self	5	11	16	5	63 %
	Principals estimate for superior	0	5	5	11	79 %

Table 1 con. *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
10 Improving learning opportunities for gifted or talented children.	Teachers for self	2	3	9	19	64 %
	Teachers estimate for superior	2	4	8	7	77 %
	Principals for self	0	5	5	0	89 %
	Principals estimate for superior	0	0	5	5	89 %

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

The data in Table 1 has been arranged so that for a separate item, it is relatively easy to compare how populations view themselves and their superiors. For teachers, the "superior" usually is the principal, although a small percentage of respondents indicate that they see a department head, assistant principal or curriculum chairman.

Many of the comparisons are intriguing but rather than attempting an extensive analysis, some ways of looking at the data are:

(1) Marked discrepancies in the percentage of time an item is unranked. Items 1, 7, and 9 are the most illustrative of this.

(a) Item 1--principals estimate that their superiors are relatively concerned with the drop-out rate, but do not see this as a major objective themselves. If they are right, then programs to work on this problem which are centrally initiated may not get maximum support. If they are wrong, where does the lack of knowledge come from?

(b) Item 7--Discipline is considerably more an issue for teachers than principals, and both populations view their superiors as being considerably less concerned with this than they are.

(c) Item 9--A similar trend, although not as striking, occurs here. The issue of moral and ethical values is more important to teachers

than principals, and most principals believe that their superiors really do not see this as an important objective.

2. A comparison of very high or discrepant percentages in category 1, "most important", Items 4 and 8, deserve special attention.

   (a) Item 4--Almost half of both teachers and principals view "motivation" as the most important issue. Each is somewhat less certain of how important it is to a superior.

   (b) Item 8--Unquestionably principals see their superiors as achievement oriented, but seem considerably less concerned themselves, with only 13% of teachers ranking this as a primary objective.

Please feel free to share with us any interpretations that you find of interest and recommendations for further statistical treatment.

Estimates--continued

Form A-3 (Questions 5 & 6)

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Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

Questions 5 & 6		Most impt.	2nd most impt.	Item not ranked	
1 Quality of work done	Teachers actually	34	20	38	%
	Teachers should	60	25	3	%
	Principals actually	37	21	37	%
	Principals should	47	21	16	%
2 Quantity of work done	Teachers actually	3	1	87	%
	Teachers should	0	3	81	%
	Principals actually	0	0	95	%
	Principals should	0	5	74	%
3 Dependability	Teachers actually	11	11	70	%
	Teachers should	6	19	62	%
	Principals actually	11	5	79	%
	Principals should	11	11	58	%
4 Imaginativeness; inventiveness, creativity	Teachers actually	4	12	75	%
	Teachers should	16	30	39	%
	Principals actually	11	32	53	%
	Principals should	21	47	16	%
5 Seniority	Teachers actually	5	7	79	%
	Teachers should	2	3	80	%
	Principals actually	0	5	89	%
	Principals should	0	0	79	%

Table II con.

		Most impt.	most impt.	item not ranked	
6 Formal education completed	Teachers actually	11	18	63	%
	Teachers should	4	10	70	%
	Principals actually	11	21	63	%
	Principals should	5	0	74	%
7 How well one is liked by his immediate superior	Teachers actually	15	9	69	%
	Teachers should	0	1	84	%
	Principals actually	16	0	74	%
	Principals should	0	0	79	%
8 How well one is liked by the people in the central office	Teachers actually	11	15	66	%
	Teachers should	0	1	84	%
	Principals actually	5	5	79	%
	Principals should	0	0	79	%

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

Climate

Form A-3 (Questions 10-18)

COPED

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

Ques.			Mean	Standard Deviation
10.	I find my job very exciting and rewarding.	Teachers Principals	2.24 1.84	.77 .49
11.	I am just a cog in the machinery of this school.	Teachers Principals	3.94 4.39	.98 1.11
12.	I feel involved in a lot of activities that go on in this school.	Teachers Principals	2.54 1.32	1.08 .46
13.	I do things at school that I wouldn't do if it were up to me.	Teachers Principals	4.04 4.56	.82 .60
14.	I really don't feel satisfied with a lot of things that go on in this school.	Teachers Principals	4.01 4.00	.77 .79
15.	Though teachers work near one another, I feel as if I am on an island by myself.	Teachers Principals	4.55 4.47	.74 .75
16.	In the long run, it is better to be minimally involved in school affairs.	Teachers Principals	4.18 4 72	.89 .73
17.	I have a lot of influence with my colleagues on educational matters.	Teachers Principals	3 35 1.94	.88 .62
18.	I feel close to other teachers in this school.	Teachers Principals	2.33 1.95	.95 .83

Estimates

COPED Form A-3 (Questions 1 & 3)

The format for the following table, Table IV is the same as Table 1. The only change here is in populations.

Presented here are the responses from four separate populations: 1 high school and 3 elementary schools from the same school system shown in Tables I, II and III. The four populations are tabled together for comparisons on each team.

Table IV ***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
1 Reducing the drop-out rate.	H. S. teachers for self	9	4	4	13	70 %
	H.S. teachers estimate for superior	30	4	4	26	30 %
	Elem. #1 teachers for self	0	0	12	6	82 %
	Elem. # 1 teachers estimate for superior	0	0	0	6	94 %
	Elem. #2 teachers for self	9	0	0	9	82 %
	Elem. #2 teachers estimate for superior	9	0	9	0	82 %
	Elem. #3 teachers for self	13	0	0	7	80 %
	Elem. #3 teachers estimate for superior	13	7	0	7	73 %
2 Improving attention to basic skills in the first three grades.	H.S. teachers for self	4	0	0	4	91 %
	H.S. teachers estimate for superior	0	0	0	0	96 %
	Elem. #1 teachers for self	18	6	6	12	59 %
	Elem. #1 teachers estimate for superior	0	12	18	12	59 %
	Elem. #2 teachers for self	18	18	0	9	55 %
	Elem. #2 teachers estimate for superior	27	0	27	18	27 %
	Elem. #3 teachers for self	27	20	7	7	40 %
	Elem. #3 teachers estimate for superior	7	13	0	20	60 %

Table IV cont.***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
3 Improving attention to physical health and safety of students.	H.S. teachers for self	4	0	4	13	78 %
	H.S. teachers estimate for superior	4	0	9	4	78 %
	Elem. #1 teachers for self	0	6	0	6	88 %
	Elem. #1 teachers estimate for superior	0	0	12	18	71 %
	Elem. #2 teachers for self	0	9	0	0	91 %
	Elem. #2 teachers estimate for superior	0	0	9	0	91 %
	Elem. #3 teachers for self	0	0	0	13	87 %
	Elem. #3 teachers estimate for superior	0	7	13	27	53 %
4 Increasing children's motivation and desire to learn.	H.S. teachers for self	35	22	17	13	13 %
	H.S. teachers estimate for superior	17	35	4	22	17 %
	Elem. #1 teachers for self	35	18	24	12	12 %
	Elem. #1 teachers estimate for superior	41	29	12	6	12 %
	Elem. #2 teachers for self	18	18	9	9	45 %
	Elem. #2 teachers estimate for superior	9	73	0	0	18 %
	Elem. #3 teachers for self	47	13	20	0	20 %
	Elem. #3 teachers estimate for superior	27	13	27	13	20 %
5 Improving learning opportunities for disadvantaged children.	H.S. teachers for self	4	4	13	0	78 %
	H.S. teachers estimate for superior	0	4	26	9	57 %
	Elem. #1 teachers for self	0	12	12	12	65 %
	Elem. #1 teachers estimate for superior	0	18	6	18	59 %

Table IV cont. ***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
5 Improving learning opportunities for disadvantaged children. (cont.)	Elem. #2 teachers for self	0	18	9	0	73 %
	Elem. #2 teachers estimate for superior	0	0	0	9	91 %
	Elem. #3 teachers for self	7	20	13	27	33 %
	Elem. #3 teachers estimate for superior	47	33	13	7	0 %
6 Increasing the percentage of college attendance by seniors.	H.S. teachers for self	0	0	0	4	96 %
	H.S. teachers estimate for superior	0	4	13	4	74 %
	Elem. #1 teachers for self	0	0	0	6	94 %
	Elem. #1 teachers estimate for superior	0	0	0	0	100 %
	Elem. #2 teachers for self	0	0	0	0	100 %
	Elem. #2 teachers estimate for superior	0	0	0	0	100 %
	Elem. #3 teachers for self	0	0	0	0	100 %
	Elem. #3 teachers estimate for superior	0	0	0	0	100 %
7 Improving discipline and the behavior of "difficult" children.	H.S. teachers for self	0	22	17	4	57 %
	H.S. teachers estimate for superior	0	4	9	0	87 %
	Elem. #1 teachers for self	6	12	18	0	65 %
	Elem. #1 teachers estimate for superior	12	6	24	6	53 %
	Elem. #2 teachers for self	36	0	9	18	36 %
	Elem. #2 teachers estimate for superior	18	9	18	9	45 %
	Elem. #3 teachers for self	7	7	13	13	60 %
	Elem. #3 teachers estimate for superior	7	7	0	7	80 %

Table IV cont.***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked
8 Improving the quality of student academic achievement at all levels.	H.S. teachers for self	17	39	13	9	22 %
	H.S. teachers estimate for superior	13	26	9	17	30 %
	Elem. #1 teachers for self	35	12	12	6	35 %
	Elem. #1 teachers estimate for superior	47	24	6	6	18 %
	Elem. #2 teachers estimate for self	18	9	27	0	45 %
	Elem. #2 teachers estimate for superior	45	9	27	0	18 %
	Elem. #3 teachers for self	0	13	20	27	40 %
	Elem. #3 teachers estimate for superior	0	13	20	20	47 %
9 Improving children's adherence to moral, ethical, and patriotic standards.	H.S. teachers for self	22	9	13	9	48 %
	H.S. teachers estimate for superior	26	13	22	9	26 %
	Elem. #1 teachers for self	6	18	12	18	47 %
	Elem. #1 teachers estimate for superior	0	6	12	18	65 %
	Elem. #2 teachers estimate for self	0	27	27	36	9 %
	Elem. #2 teachers estimate for superior	0	9	9	55	27 %
	Elem. #3 teachers for self	0	20	7	0	73 %
	Elem. #3 teachers estimate for superior	0	7	13	0	80 %
10 Improving learning opportunities for gifted or talented children.	H.S. teachers for self	4	0	13	22	61 %
	H.S. teachers estimate for superior	4	4	0	4	83 %
	Elem. #1 teachers for self	0	12	12	24	53 %
	Elem. #1 teachers estimate for superior	0	6	12	12	71 %

Table IV cont. ***

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item most ranked	
10 Improving learning opportunities for gifted or talented children. (cont.)	Elem. #2 teachers for self	0	0	18	9	73	%
	Elem. #2 teachers estimate for superior	0	0	0	0	100	%
	Elem. #3 teachers for self	0	7	20	7	67	%
	Elem. #3 teachers estimate for superior	0	0	13	0	87	%

*** Note: As in Table II all lines do not total 100% because a certain percentage of respondents did not answer the entire question. Their interviews were punched as "0's" on these items and 0 is not shown on this table.

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items.

The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XX

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
1. Ask others who seem upset to express their feelings directly.	Teachers	71	1	16 %
	Principals	74	0	11 %
2. Tell colleagues what you really think of their work.	Teachers	20	13	52 %
	Principals	42	5	32 %
3. Look for ulterior motives in other people's behavior.	Teachers	11	6	69 %
	Principals	5	0	79 %
4. Always ask "Why?" when you don't know.	Teachers	69	6	12 %
	Principals	79	5	0 %
5. Avoid disagreement and conflict whenever possible.	Teachers	65	2	21 %
	Principals	37	5	42 %
6. Consult with people under you in making decisions that affect them---even minor ones.	Teachers	73	8	6 %
	Principals	74	5	5 %
7. Question well-established ways of doings things.	Teachers	62	6	16 %
	Principals	68	11	5 %
8. Be concerned about other people's problems.	Teachers	80	3	4 %
	Principals	79	5	0 %
9. Only make a decision after everyone's ideas have been fully heard.	Teachers	67	3	16 %
	Principals	53	5	21 %
10. Disagree with your superior if you happen to know more about the issue than he does.	Teachers	63	5	18 %
	Principals	79	0	5 %
11. Withold personal feelings, and stick to the logical merits of the case in any discussion.	Teachers	62	5	20 %
	Principals	63	0	21 %

			Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT	
12.	Push for new ideas, even if they are vague or unusual.	Teachers	51	11	26	%
		Principals	47	5	32	%
13.	Ask others to tell you what they really think of you work.	Teachers	41	16	30	%
		Principals	47	11	26	%
14.	Keep your real thoughs and reactions to yourself, by and large.	Teachers	32	2	52	%
		Principals	32	0	47	%
15.	Trust others not to take advantage of you.	Teachers	73	4	12	%
		Principals	74	5	5	%
16.	Be skeptical about things, as a rule.	Teachers	18	7	63	%
		Principals	5	5	74	%
17.	Point out other people's mistakes, to improve working effectiveness.	Teachers	31	9	48	%
		Principals	60	0	25	%
18.	Listen to others' ideas, but reserve the decision to yourself.	Teachers	75	2	12	%
		Principals	55	0	20	%
19.	Try out new ways of doing things, even if it's uncertain how they will work out.	Teachers	77	4	8	%
		Principals	75	5	5	%
20.	Stay "cool"---Keep your distance from others.	Teachers	11	7	69	%
		Principals	5	5	75	%
21.	Use formal voting as a way of making decisions in small groups.	Teachers	38	12	38	%
		Principals	0	15	70	%
22.	Set up committees which bypass or cut across usual channels or lines of authority.	Teachers	23	12	53	%
		Principals	10	10	65	%
23.	Spend time in meetings on emotional matters which are not strictly germane to the task.	Teachers	8	8	72	%
		Principals	5	0	80	%
24.	Be skeptical about accepting unusual or "way out" ideas.	Teachers	45	4	39	%
		Principals	35	0	45	%

			Percentage who would feel that you SHOULD	Others	Percentage who would feel that you SHOULD NOT	
25.	Tell other people what they want to hear, rather than what you really think.	Teachers	17	9	61	%
		Principals	0	5	74	%
26.	Stick with familiar ways of doing things in one's work.	Teachers	20	8	57	%
		Principals	11	16	53	%
27.	Trust others to be helpful when you admit you have problems.	Teachers	79	4	3	%
		Principals	74	0	5	%

Estimates

COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

Table 1 *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked	
1 Reducing the drop-out rate.	Teachers for self	0	0	3	3	87	%
	Teachers estimate for superior	0	3	0	3	87	%
	Principals for self	0	0	0	0	50	%
	Principals estimate for superior	0	0	0	0	50	%
2 Improving attention to basic skills in the first three grades.	Teachers for self	17	3	7	3	63	%
	Teachers estimate for superior	10	10	0	0	70	%
	Principals for self	0	0	0	0	50	%
	Principals estimate for superior	0	0	0	0	50	%
3 Improving attention to physical health and safety of students.	Teachers for self	0	0	0	7	87	%
	Teachers estimate for superior	7	7	7	3	67	%
	Principals for self	0	0	0	0	50	%
	Principals estimate for superior	0	0	0	0	50	%

Table I con. *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked	
4 Increasing children's motivation and desire to learn.	Teachers for self	27	33	7	7	20	%
	Teachers estimate for superior	13	20	10	20	27	%
	Principals for self	0	0	0	50	0	%
	Principals estimate for superior	0	0	0	50	0	%
5 Improving learning opportunities for disadvantaged children.	Teachers for self	13	7	7	10	57	%
	Teachers estimate for superior	10	10	7	13	50	%
	Principals for self	0	0	0	0	50	%
	Principals estimate for superior	0	0	0	0	50	%
6 Increasing the percentage of college attendance by seniors.	Teachers for self	0	3	3	13	73	%
	Teachers estimate for superior	3	0	3	7	77	%
	Principals for self	0	0	0	0	50	%
	Principals estimate for superior	0	0	0	0	50	%
7 Improving discipline and the behavior of "difficult" children.	Teachers for self	0	10	17	20	47	%
	Teachers estimate for superior	17	0	33	10	30	%
	Principals for self	0	0	0	0	50	%
	Principals estimate for superior	0	0	0	0	50	%
8 Improving the quality of student academic achievement at all levels.	Teachers for self	33	13	7	7	33	%
	Teachers estimate for superior	27	20	7	10	27	%
	Principals for self	50	0	0	0	0	%
	Principals estimate for superior	50	0	0	0	0	%
9 Improving children's adherence to moral, ethical, and patriotic standards.	Teachers for self	3	23	33	7	27	%
	Teachers estimate for superior	3	20	23	13	30	%
	Principals for self	0	50	0	0	0	%
	Principals estimate for superior	0	50	0	0	0	%

Table 1 con.*

			most impt.	2nd. most impt.	3rd. most impt.	4th. most impt.	item not ranked
10	Improving learning opportunities for gifted or talented children.	Teachers for self	0	0	10	17	67%
		Teachers estimate for superior	0	0	0	10	8%
		Principals for self	0	0	50	0	0%
		Principals estimate for superior	0	0	50	0	0%

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

Estimates--continued

COPED Form A-3 (Questions 5 & 6)

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

Questions 5 & 6		Most impt.	2nd most impt.	item not ranked	
1 Quality of work done	Teachers actually	52	17	23	%
	Teachers should	87	3	0	%
	Principals actually	50	0	0	%
	Principals should	50	0	0	%
2 Quantity of work done	Teachers actually	0	0	97	%
	Teachers should	0	0	90	%
	Principals actually	0	0	50	%
	Principals should	0	0	50	%
3 Dependability	Teachers actually	7	40	50	%
	Teachers should	3	43	43	%
	Principals actually	0	50	0	%
	Principals should	0	0	50	%
4 Imaginativeness, inventiveness, creativity	Teachers actually	3	17	77	%
	Teachers should	0	33	57	%
	Principals actually	0	0	50	%
	Principals should	0	50	0	%
5 Seniority	Teachers actually	3	3	90	%
	Teachers should	0	0	90	%
	Principals actually	0	0	50	%
	Principals should	0	0	50	%

x XX

Table II con.

		Most impt.	most impt.	item not ranked	
6 Formal education completed	Teachers actually	7	10	80	%
	Teachers should	0	10	80	%
	Principals actually	0	0	50	%
	Principals should	0	0	50	%
7 How well one is liked by his immediate superior	Teachers actually	13	0	83	%
	Teachers should	0	0	90	%
	Principals actually	0	0	50	%
	Principals should	0	0	50	%
8 How well one is liked by the people in the central office	Teachers actually	7	10	80	%
	Teachers should	0	0	90	%
	Principals actually	0	0	50	%
	Principals should	0	0	50	%

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

xXX

Climate

Form A-3 (Questions 10-18)

COPED

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

Ques.			Mean	Standard Deviation
10.	I find my job very exciting and rewarding.	Teachers	2.54	.73
		Principals	1.50	.50
11.	I am just a cog in the machinery of this school.	Teachers	4.18	.89
		Principals	5.00	.00
12.	I feel involved in a lot of activities that go on in this school.	Teachers	2.93	1.14
		Principals	2.00	.00
13.	I do things at school that I wouldn't do if it were up to me.	Teachers	3.97	.85
		Principals	4.50	.50
14.	I really don't feel satisfied with a lot of things that go on in this school.	Teachers	3.52	.97
		Principals	4.50	.50
15.	Though teachers work near one another, I feel as if I am on an island by myself.	Teachers	4.72	.45
		Principals	5.00	.00
16.	In the long run, it is better to be minimally involved in school affairs.	Teachers	4.41	.62
		Principals	5.00	.00
17.	I have a lot of influence with my colleagues on educational matters.	Teachers	3.71	.75
		Principals	2.50	.50
18.	I feel close to other teachers in this school.	Teachers	2.66	.92
		Principals	2.00	.00

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items.

The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XXX

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
1. Ask others who seem upset to express their feelings directly.	Teachers	57	0	20 %
	Principals	50	0	0 %
2. Tell colleagues what you really think of their work.	Teachers	13	7	57 %
	Principals	50	0	0 %
3. Look for ulterior motives in other people's behavior.	Teachers	20	7	47 %
	Principals	0	0	50 %
4. Always ask "Why?" when you don't know.	Teachers	60	7	10 %
	Principals	50	0	0 %
5. Avoid disagreement and conflict whenever possible.	Teachers	53	3	20 %
	Principals	0	0	50 %
6. Consult with people under you in making decisions that affect them---even minor ones.	Teachers	53	7	17 %
	Principals	50	0	0 %
7. Question well-established ways of doings things.	Teachers	57	7	13 %
	Principals	50	0	0 %
8. Be concerned about other people's problems.	Teachers	63	7	7 %
	Principals	50	0	0 %
9. Only make a decision after everyone's ideas have been fully heard.	Teachers	67	3	7 %
	Principals	50	0	0 %
10. Disagree with your superior if you happen to know more about the issue than he does.	Teachers	47	3	27 %
	Principals	50	0	0 %
11. Withold personal feelings, and stick to the logical merits of the case in any discussion.	Teachers	67	3	7 %
	Principals	50	0	0 %

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
12. Push for new ideas, even if they are vague or unusual.	Teachers	37	13	27 %
	Principals	50	0	0 %
13. Ask others to tell you what they really think of you work.	Teachers	37	7	30 %
	Principals	50	0	0 %
14. Keep your real thoughs and reactions to yourself, by and large.	Teachers	27	0	47 %
	Principals	50	0	0 %
15. Trust others not to take advantage of you.	Teachers	73	0	3 %
	Principals	50	0	0 %
16. Be skeptical about things, as a rule.	Teachers	20	7	50 %
	Principals	0	0	50 %
17. Point out other people's mistakes, to improve working effectiveness.	Teachers	27	10	37 %
	Principals	50	0	0 %
18. Listen to others' ideas, but reserve the decision to yourself.	Teachers	50	3	20 %
	Principals	50	0	0 %
19. Try out new ways of doing things, even if it's uncertain how they will work out.	Teachers	60	7	7 %
	Principals	50	0	0 %
20. Stay "cool"---Keep your distance from others.	Teachers	7	10	57 %
	Principals	0	0	50 %
21. Use formal voting as a way of making decisions in small groups.	Teachers	20	13	40 %
	Principals	0	0	50 %
22. Set up committees which bypass or cut across usual channels or lines of authority.	Teachers	30	0	67 %
	Principals	0	0	50 %
23. Spend time in meetings on emotional matters which are not strictly germane to the task.	Teachers	0	3	70 %
	Principals	0	0	50 %
24. Be skeptical about accepting unusual or "way out" ideas.	Teachers	50	3	17 %
	Principals	50	0	0 %

			Percentage who would feel that you SHOULD	Others	Percentage who would feel that you SHOULD NOT	
25.	Tell other people what they want to hear, rather than what you really think.	Teachers	7	0	70	%
		Principals	0	0	50	%
26.	Stick with familiar ways of doing things in one's work.	Teachers	17	10	47	%
		Principals	0	0	50	%
27.	Trust others to be helpful when you admit you have problems.	Teachers	70	0	7	%
		Principals	50	0	0	%

Estimates

COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

Table I *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	Item not ranked	
1 Reducing the drop-out rate.	Teachers for self	5	7	5	12	69	%
	Teachers estimate for superior	7	6	5	15	55	%
	Principals for self	4	4	4	9	74	%
	Principals estimate for superior	9	9	4	13	61	%
2 Improving attention to basic skills in the first three grades.	Teachers for self	20	10	13	15	40	%
	Teachers estimate for superior	10	9	7	4	58	%
	Principals for self	4	9	22	9	52	%
	Principals estimate for superior	9	17	13	4	52	%
3 Improving attention to physical health and safety of students.	Teachers for self	1	3	4	8	82	%
	Teachers estimate for superior	4	5	5	12	63	%
	Principals for self	0	0	4	17	74	%
	Principals estimate for superior	0	0	0	4	91	%

Table I con. *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	item not ranked	
4 Increasing children's motivation and desire to learn.	Teachers for self	43	24	16	9	16	%
	Teachers estimate for superior	26	17	17	9	20	%
	Principals for self	52	22	0	4	17	%
	Principals estimate for superior	43	13	9	0	30	%
5 Improving learning opportunities for disadvantaged children.	Teachers for self	5	9	7	12	64	%
	Teachers estimate for superior	3	4	9	12	61	%
	Principals for self	9	13	9	9	57	%
	Principals estimate for superior	9	17	26	13	30	%
6 Increasing the percentage of college attendance by seniors.	Teachers for self	0	2	3	2	91	%
	Teachers estimate for superior	2	2	2	5	77	%
	Principals for self	0	0	0	0	96	%
	Principals estimate for superior	0	9	0	0	87	%
7 Improving discipline and the behavior of "difficult" children.	Teachers for self	3	7	10	8	70	%
	Teachers estimate for superior	5	6	18	5	54	%
	Principals for self	0	0	4	0	91	%
	Principals estimate for superior	0	0	0	4	91	%
8 Improving the quality of student academic achievement at all levels.	Teachers for self	26	21	18	10	23	%
	Teachers estimate for superior	27	20	14	6	20	%
	Principals for self	13	35	22	17	9	%
	Principals estimate for superior	22	22	13	17	22	%
9 Improving children's adherence to moral, ethical, and patriotic standards.	Teachers for self	5	12	16	18	48	%
	Teachers estimate for superior	3	14	9	13	48	%
	Principals for self	13	9	26	26	22	%
	Principals estimate for superior	4	9	22	22	39	%

Table 1 con. *

			most impt.	2nd. most impt.	3rd. most impt.	4th most impt.	item not ranked
10	Improving learning opportunities for gifted or talented children.	Teachers for self	0	3	5	4	85 %
		Teachers estimate for superior	1	4	2	5	76 %
		Principals for self	0	4	4	4	83 %
		Principals estimate for superior	0	0	9	17	70 %

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

Estimates--continued

COPED Form A-3 (Questions 5 & 6)

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

Questions 5 & 6		Most impt.	2nd most impt.	Item not ranked	
1 Quality of work done	Teachers actually	34	13	42	%
	Teachers should	59	13	6	%
	Principals actually	35	13	35	%
	Principals should	52	17	4	%
2 Quantity of work done	Teachers actually	1	6	82	%
	Teachers should	2	4	73	%
	Principals actually	13	9	61	%
	Principals should	4	22	48	%
3 Dependability	Teachers actually	3	18	67	%
	Teachers should	1	24	53	%
	Principals actually	13	9	61	%
	Principals should	4	22	48	%
4 Imaginativeness; inventiveness, creativity	Teachers actually	7	12	70	%
	Teachers should	9	23	46	%
	Principals actually	4	17	61	%
	Principals should	17	22	35	%
5 Seniority	Teachers actually	6	5	77	%
	Teachers should	1	2	75	%
	Principals actually	0	0	83	%
	Principals should	0	0	74	%

Table II con.

		Most impt.	most impt.	item not ranked	
6 Formal education completed	Teachers actually	15	14	59	%
	Teachers should	7	9	61	%
	Principals actually	9	4	70	%
	Principals should	0	9	65	%
7 How well one is liked by his immediate superior	Teachers actually	7	6	75	%
	Teachers should	0	0	78	%
	Principals actually	0	17	65	%
	Principals should	0	4	70	%
8 How well one is liked by the people in the central office	Teachers actually	16	14	59	%
	Teachers should	0	0	78	%
	Principals actually	22	13	48	%
	Principals should	0	0	74	%

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

Climate

Form A-3 (Questions 10-18)

COPED

Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here. Instead, the mean score and standard deviation on each question is presented.

TABLE III

Ques.			Mean	Standard Deviation
10.	I find my job very exciting and rewarding.	Teachers	2.44	.82
		Principals	1.67	.56
11.	I am just a cog in the machinery of this school.	Teachers	3.76	1.14
		Principals	4.10	.89
12.	I feel involved in a lot of activities that go on in this school.	Teachers	2.57	1.14
		Principals	1.62	.72
13.	I do things at school that I wouldn't do if it were up to me.	Teachers	3.97	.90
		Principals	4.20	.51
14.	I really don't feel satisfied with a lot of things that go on in this school.	Teachers	4.01	.87
		Principals	4.10	.92
15.	Though teachers work near one another, I feel as if I am on an island by myself.	Teachers	4.53	.80
		Principals	4.57	1.05
16.	In the long run, it is better to be minimally involved in school affairs.	Teachers	4.35	.83
		Principals	4.50	.74
17.	I have a lot of influence with my colleagues on educational matters.	Teachers	3.53	.94
		Principals	2.29	.70
18.	I feel close to other teachers in this school.	Teachers	2.44	1.10
		Principals	1.76	.68

's and Don't - COPED FORM A-4

e answers are a summary of how the respondents themselves feel about each of the items.

e following table represents responses from two populations taken from one of the ive systems in Michigan. Time of sampling was Fall, 1966.

XXX

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
. Ask others who seem upset to express their feelings directly.	Teachers	70	5	13 %
	Principals	74	0	17 %
. Tell colleagues what you really think of their work.	Teachers	26	14	47 %
	Principals	61	13	17 %
. Look for ulterior motives in other people's behavior.	Teachers	11	9	68 %
	Principals	22	9	61 %
. Always ask "Why?" when you don't know.	Teachers	71	7	10 %
	Principals	78	4	9 %
. Avoid disagreement and conflict whenever possible.	Teachers	62	9	19 %
	Principals	65	4	22 %
5. Consult with people under you in making decisions that affect them---even minor ones.	Teachers	73	3	8 %
	Principals	83	4	4 %
7. Question well-established ways of doings things.	Teachers	58	11	20 %
	Principals	65	4	22 %
8. Be concerned about other people's problems.	Teachers	72	10	5 %
	Principals	91	0	0 %
9. Only make a decision after everyone's ideas have been fully heard.	Teachers	72	8	9 %
	Principals	48	4	39 %
0. Disagree with your superior if you happen to know more about the issue than he does.	Teachers	59	8	21 %
	Principals	48	4	39 %
1. Withold personal feelings, and stick to the logical merits of the case in any discussion.	Teachers	73	7	7 %
	Principals	70	0	22 %

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT	
12. Push for new ideas, even if they are vague or unusual.	Teachers	45	20	23	%
	Principals	61	9	22	%
13. Ask others to tell you what they really think of you work.	Teachers	45	15	26	%
	Principals	61	13	17	%
14. Keep your real thoughs and reactions to yourself, by and large.	Teachers	38	9	40	%
	Principals	22	0	70	%
15. Trust others not to take advantage of you.	Teachers	68	5	14	%
	Principals	78	0	13	%
16. Be skeptical about things, as a rule.	Teachers	13	11	62	%
	Principals	13	0	78	%
17. Point out other people's mistakes, to improve working effectiveness.	Teachers	23	13	51	%
	Principals	70	4	17	%
18. Listen to others' ideas, but reserve the decision to yourself.	Teachers	73	4	10	%
	Principals	74	4	13	%
19. Try out new ways of doing things, even if it's uncertain how they will work out.	Teachers	78	5	5	%
	Principals	78	4	9	%
20. Stay "cool"---Keep your distance from others.	Teachers	5	10	71	%
	Principals	26	13	52	%
21. Use formal voting as a way of making decisions in small groups.	Teachers	37	14	36	%
	Principals	26	9	57	%
22. Set up committees which bypass or cut across usual channels or lines of authority.	Teachers	18	11	57	%
	Principals	22	4	65	%
23. Spend time in meetings on emotional matters which are not strictly germane to the task.	Teachers	5	12	66	%
	Principals	13	4	74	%
24. Be skeptical about accepting unusual or "way out" ideas.	Teachers	34	16	37	%
	Principals	30	9	52	%

XXXX

			Percentage who would feel that you SHOULD	Others	Percentage who would feel that you SHOULD NOT	
25.	Tell other people what they want to hear, rather than what you really think.	Teachers	16	16	53	%
		Principals	9	4	78	%
26.	Stick with familiar ways of doing things in one's work.	Teachers	25	14	47	%
		Principals	17	17	57	%
27.	Trust others to be helpful when you admit you have problems.	Teachers	74	5	7	%
		Principals	83	4	4	%

Estimates

COPED Form A-3 (Questions 1 & 3)

This form requested that respondents choose four primary objectives where effort should be put over the following five years of school operation. A person had to choose from 10 items those four which he felt were most important, rank them, and leave the others blank. He was then asked to again consider the same 10 items and list the four objectives his immediate superior might choose to be the most important, rank them, and leave the others blank. The following table represents responses from two populations taken from one of the five systems in Michigan: (1) All building principals sampled in the system, (2) All classroom teachers sampled in the system. Time of sampling was Fall, 1966.

The table shows the frequency distribution of the percentage of time each of the 10 items is chosen by a respondent and how it is ranked. For the two populations presented each item is shown, first, by self choice and second, by estimates of superior's choice. The two populations are tabled together for comparison of responses.

Table I *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	Item not ranked	
1 Reducing the drop-out rate.	Teachers for self	1	1	4	6	83	%
	Teachers estimate for superior	2	2	3	5	78	%
	Principals for self	0	0	0	0	86	%
	Principals estimate for superior	0	14	14	0	57	%
2 Improving attention to basic skills in the first three grades.	Teachers for self	16	16	9	6	47	%
	Teachers estimate for superior	6	8	8	8	60	%
	Principals for self	0	29	14	0	43	%
	Principals estimate for superior	0	0	0	0	86	%
3 Improving attention to physical health and safety of students.	Teachers for self	0	1	0	4	90	%
	Teachers estimate for superior	1	3	3	5	78	%
	Principals for self	0	0	14	14	57	%
	Principals estimate for superior	0	0	14	0	71	%

Table 1 con. *

		most impt.	2nd most impt.	3rd most impt.	4th most impt.	Item not ranked	
4 Increasing children's motivation and desire to learn.	Teachers for self	39	23	14	7	11	%
	Teachers estimate for superior	29	28	12	11	10	%
	Principals for self	43	14	14	0	14	%
	Principals estimate for superior	14	14	0	29	29	%
5 Improving learning opportunities for disadvantaged children.	Teachers for self	5	7	16	14	53	%
	Teachers estimate for superior	13	11	9	10	48	%
	Principals for self	14	29	14	29	0	%
	Principals estimate for superior	14	43	14	14	0	%
6 Increasing the percentage of college attendance by seniors.	Teachers for self	0	2	2	2	89	%
	Teachers estimate for superior	1	1	5	1	83	%
	Principals for self	0	0	0	0	86	%
	Principals estimate for superior	14	0	0	14	57	%
7 Improving discipline and the behavior of "difficult" children.	Teachers for self	11	10	14	11	48	%
	Teachers estimate for superior	9	9	16	13	44	%
	Principals for self	0	0	0	29	57	%
	Principals estimate for superior	0	0	0	0	86	%
8 Improving the quality of student academic achievement at all levels.	Teachers for self	16	22	15	16	26	%
	Teachers estimate for superior	26	17	16	13	18	%
	Principals for self	29	14	14	0	29	%
	Principals estimate for superior	43	14	14	14	0	%
9 Improving children's adherence to moral, ethical, and patriotic standards.	Teachers for self	6	10	15	15	48	%
	Teachers estimate for superior	3	6	11	12	58	%
	Principals for self	0	0	14	14	57	%
	Principals estimate for superior	0	0	14	0	71	%

Table 1 con. *

			most impt.	2nd. most impt.	3rd. most impt.	4th. most impt.	item not ranked
10	Improving learning opportunities for gifted or talented children	Teachers for self	0	2	4	11	78%
		Teachers estimate for superior	1	4	6	11	67%
		Principals for self	0	0	0	0	86%
		Principals estimate for superior	0	0	14	14	57%

* When percentages do not total 100% on any given line (reading horizontally) it means that a certain percentage of responses were not codable on that particular item.

Estimates--continued

Form A-3 (Questions 5 & 6)

COPED

Continuing with the same school system in Michigan, Fall sampling, two populations: all principals tested, and all classroom teachers tested; the second part of this form asked respondents to consider 8 items which might be factors in a person's "getting ahead" in a school system. They were asked to pick 2 items which they felt were actually counting most in getting ahead, rank them first or second in order of importance, and leave the others blank. The same 8 items were then listed again, and respondents were asked to choose the 2 items which they felt should count in getting ahead in the system, rank them, and leave the others blank.

In Table II, the teachers' and principals' estimates are tabled together for comparative purposes.

TABLE II **

Questions 5 & 6		Most impt.	2nd most impt.	Item not ranked	
1 Quality of work done	Teachers actually	19	16	55	%
	Teachers should	53	22	7	%
	Principals actually	57	0	29	%
	Principals should	71	0	0	%
2 Quantity of work done	Teachers actually	2	8	79	%
	Teachers should	2	2	80	%
	Principals actually	0	0	86	%
	Principals should	0	71	0	%
3 Dependability	Teachers actually	2	5	83	%
	Teachers should	2	14	67	%
	Principals actually	0	0	86	%
	Principals should	0	14	57	%
4 Imaginativeness, inventiveness, creativity	Teachers actually	9	10	70	%
	Teachers should	14	29	40	%
	Principals actually	0	14	71	%
	Principals should	0	57	14	%
5 Seniority	Teachers actually	8	9	72	%
	Teachers should	0	6	78	%
	Principals actually	0	0	86	%
	Principals should	0	0	71	%

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Table II con.

		Most impt.	most impt.	item not ranked	
6 Formal education completed	Teachers actually	22	13	54	%
	Teachers should	11	9	64	%
	Principals actually	29	43	14	%
	Principals should	0	0	71	%
7 How well one is liked by his immediate superior	Teachers actually	11	17	61	%
	Teachers should	0	1	83	%
	Principals actually	0	14	71	%
	Principals should	0	0	71	%
8 How well one is liked by the people in the central office	Teachers actually	15	14	60	%
	Teachers should	0	1	83	%
	Principals actually	0	0	86	%
	Principals should	0	0	71	%

** Note: On Table II, wild punching or coding does not account for the fact that the teachers' responses do not total 100% on any item at all. In this case, 8% of the teachers did not respond to the question at all on the ranking of what actually counts in getting ahead, and 12% did not respond to what should count--This means that reading horizontally on items for "Teachers actually" the total should be 92% and on "Teachers should it will total 88%. Anything less than this is accounted for by wild codes as mentioned earlier.

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Climate

Form A-3 (Questions 10-18)

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Again using the same populations as presented in Tables I and II, this part of Form A-3 deals with the climate of a respondents particular building.

The range of responses in Table III is from 1 (always) to 5 (almost never). The distribution of responses will not be shown here, instead, the mean score and standard deviation on each question is presented.

TABLE III

Ques.			Mean	Standard Deviation
10.	I find my job very exciting and rewarding.	Teachers	2.56	.92
		Principals	2.14	.64
11.	I am just a cog in the machinery of this school.	Teachers	3.78	1.14
		Principals	3.86	1.36
12.	I feel involved in a lot of activities that go on in this school.	Teachers	2.97	1.08
		Principals	1.86	.64
13.	I do things at school that I wouldn't do if it were up to me.	Teachers	3.82	.83
		Principals	4.14	.83
14.	I really don't feel satisfied with a lot of things that go on in this school.	Teachers	3.65	.92
		Principals	3.29	1.16
15.	Though teachers work near one another, I feel as if I am on an island by myself.	Teachers	4.49	.86
		Principals	4.57	.73
16.	In the long run, it is better to be minimally involved in school affairs.	Teachers	4.12	.90
		Principals	4.83	.27
17.	I have a lot of influence with my colleagues on educational matters.	Teachers	3.65	.89
		Principals	2.14	.64
18.	I feel close to other teachers in this school.	Teachers	2.60	1.11
		Principals	2.43	.49

Do's and Don'ts - COPED FORM A-4

The answers are a summary of how the respondents themselves feel about each of the items.

The following table represents responses from two populations taken from one of the five systems in Michigan. Time of sampling was Fall, 1966.

XXXXX

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
1. Ask others who seem upset to express their feelings directly.	Teachers	47	3	17 %
	Principals	43	0	14 %
2. Tell colleagues what you really think of their work.	Teachers	18	7	42 %
	Principals	57	0	0 %
3. Look for ulterior motives in other people's behavior.	Teachers	12	3	51 %
	Principals	0	14	43 %
4. Always ask "Why?" when you don't know.	Teachers	59	3	6 %
	Principals	43	14	0 %
5. Avoid disagreement and conflict whenever possible.	Teachers	53	3	12 %
	Principals	29	0	29 %
6. Consult with people under you in making decisions that affect them---even minor ones.	Teachers	57	3	8 %
	Principals	57	0	0 %
7. Question well-established ways of doings things.	Teachers	43	6	18 %
	Principals	57	0	0 %
8. Be concerned about other people's problems.	Teachers	61	5	3 %
	Principals	57	0	0 %
9. Only make a decision after everyone's ideas have been fully heard.	Teachers	53	4	10 %
	Principals	43	0	14 %
10. Disagree with your superior if you happen to know more about the issue than he does.	Teachers	45	6	15 %
	Principals	43	0	14 %
11. Withold personal feelings, and stick to the logical merits of the case in any discussion.	Teachers	53	3	11 %
	Principals	57	0	0 %

		Percentage who would feel that you SHOULD	Others (Percentage who have no feeling one way or the other)	Percentage who would feel that you SHOULD NOT
12. Push for new ideas, even if they are vague or unusual.	Teachers	36	7	23 %
	Principals	14	29	14 %
13. Ask others to tell you what they really think of you work.	Teachers	34	9	23 %
	Principals	43	14	0 %
14. Keep your real thoughs and reactions to yourself, by and large.	Teachers	21	7	38 %
	Principals	0	14	43 %
15. Trust others not to take advantage of you.	Teachers	41	3	22 %
	Principals	43	0	14 %
16. Be skeptical about things, as a rule.	Teachers	17	8	43 %
	Principals	0	0	57 %
17. Point out other people's mistakes, to improve working effectiveness.	Teachers	31	8	28 %
	Principals	43	14	0 %
18. Listen to others' ideas, but reserve the decision to yourself.	Teachers	54	2	11 %
	Principals	43	0	14 %
19. Try out new ways of doing things, even if it's uncertain how they will work out.	Teachers	56	6	6 %
	Principals	57	0	0 %
20. Stay "cool"---Keep your distance from others.	Teachers	15	5	46 %
	Principals	0	0	57 %
21. Use formal voting as a way of making decisions in small groups.	Teachers	32	11	24 %
	Principals	29	0	29 %
22. Set up committees which bypass or cut across usual channels or lines of authority.	Teachers	14	13	39 %
	Principals	14	0	43 %
23. Spend time in meetings on emotional matters which are not strictly germane to the task.	Teachers	4	6	57 %
	Principals	0	0	57 %
24. Be skeptical about accepting unusual or "way out" ideas.	Teachers	36	7	24 %
	Principals	29	0	29 %

XXXXX

			Percentage who would feel that you SHOULD	Others	Percentage who would feel that you SHOULD NOT	
25.	Tell other people what they want to hear, rather than what you really think.	Teachers	9	9	49	%
		Principals	14	0	43	%
26.	Stick with familiar ways of doing things in one's work.	Teachers	23	10	33	%
		Principals	0	0	57	%
27.	Trust others to be helpful when you admit you have problems.	Teachers	59	2	5	%
		Principals	57	0	0	%